



California Department of Education

Strategies to Reduce Child Poverty

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Presented by,

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State Superintendent
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How LCFF Works

The Essentials of California's Education System Upgrades The California Alliance for Continuous Improvement

HOW LCFF WORKS

All districts receive a **BASE GRANT** for each student. The base grant is larger for grades 9-12 than for other grade levels.



Districts receive a 20% additional **SUPPLEMENTAL GRANT** per student for students with higher needs – identified as children living in poverty, English learners, and foster and homeless youth.



If more than 55% of children in the district are higher needs, the district receives an extra 50% of the base grant for each student beyond the 55% threshold. This is called a **CONCENTRATION GRANT**. These grants recognize that it costs school districts more to effectively address the challenges of high-needs students concentrated in high-poverty communities.





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Who Are Our Students in the LCFF Student Groups?





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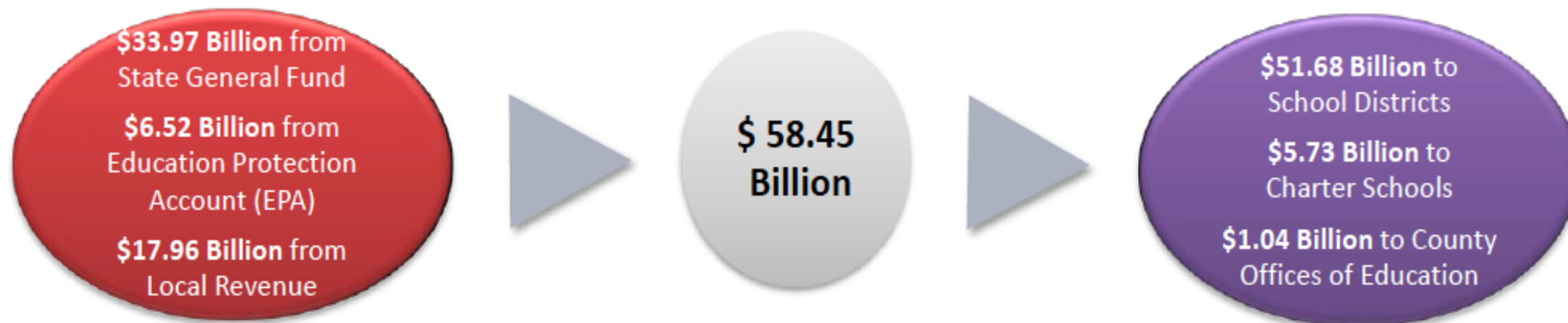
2017-2018 LCFF Impact



Local Control Funding Formula (LCFF) Statewide Fingertip Facts 2017–18 Fiscal Year – First Principal Apportionment (as of February 2018)

Prepared by: **California Department of Education**
School Fiscal Services Division

I. 2017–18 AT A GLANCE





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What's Important for Student Success?

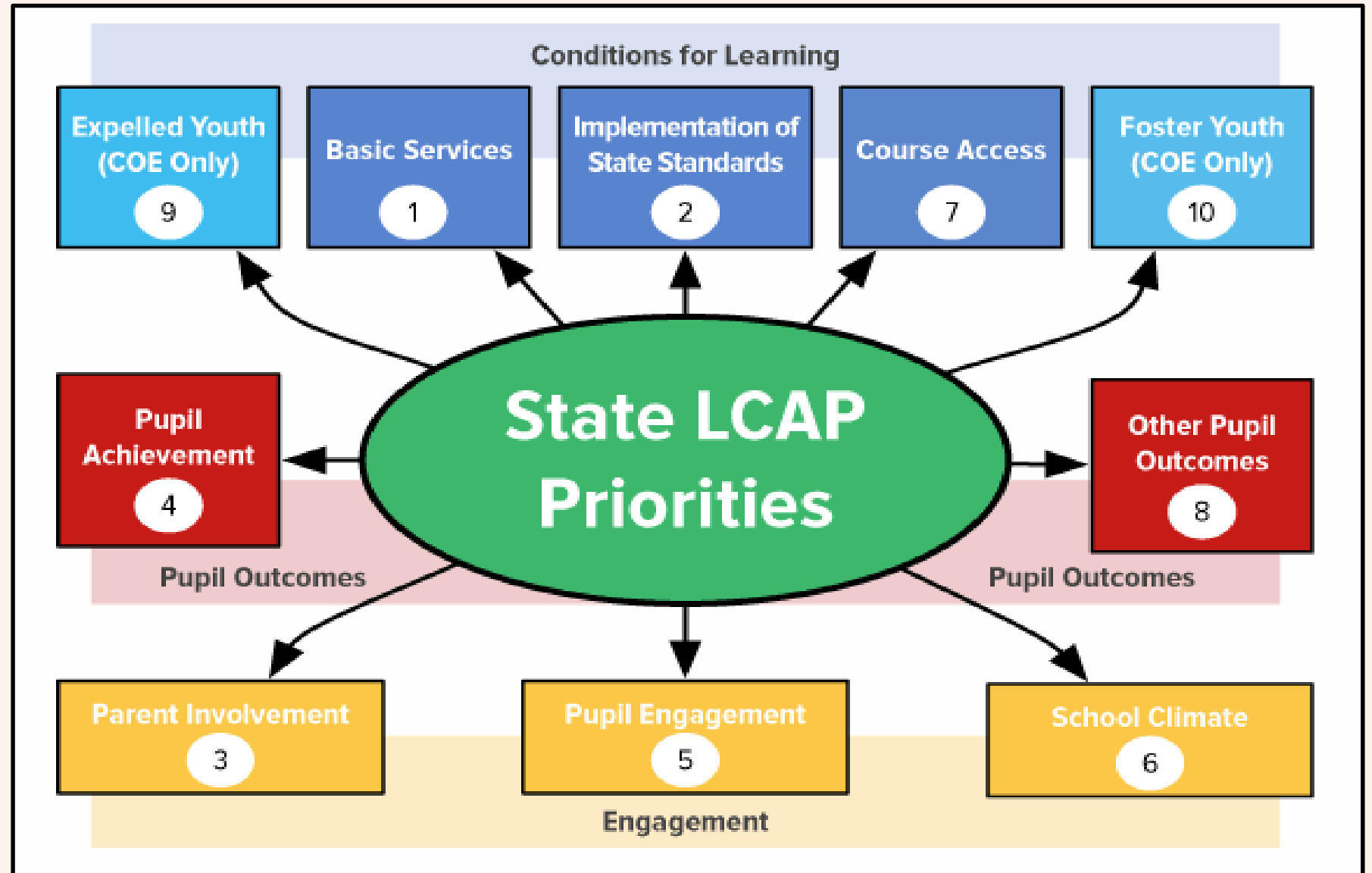


Image Retrieved from www.fcoe.org



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Local Control Accountability Plan

- Foundation of stakeholder engagement
- Districts identify goals & strategies
 - State & district identified
- Connect to improved outcomes for students with high needs
- Updated annually
- Key to a successful LCAP is implementation



www.caschooldashboard.org

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

| State Indicators | All Students | English Learners | Foster Youth | Homeless | Socioeconomically Disadvantaged | Students with Disabilities | African American | American Indian | Asian | Filipino | Hispanic | Pacific Islander | Two or More Races |
|---------------------------------------|--------------|------------------|--------------|----------|---------------------------------|----------------------------|------------------|-----------------|-------|----------|----------|------------------|-------------------|
| Chronic Absenteeism ↗ | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Suspension Rate (K-12) | | | | | | | | | | | | | |
| English Learner Progress (1-12) | | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Graduation Rate (9-12) | | | | | | | | * | | | | | |
| English Language Arts (3-8) | | | | | | | | | | | | | |
| Mathematics (3-8) | | | | | | | | | | | | | |

Performance Levels:

Red (Lowest Performance)
 Orange
 Yellow
 Green
 Blue (Highest Performance)



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Statewide System of Support

| Level of Support | Description of Supports Available |
|---|--|
| Support for All LEAs and Schools (Level 1) | Various state and local agencies provide an array of support resources, tools, and voluntary technical assistance that all LEAs may use to improve student performance at the LEA and school level and narrow disparities among student groups across the LCFF priorities, including recognition for success and the ability to share promising practices. |
| Differentiated Assistance (Level 2) | County superintendents, the California Department of Education, and the California Collaborative for Educational Excellence(CCEE) provide differentiated assistance, to address identified performance issues, including significant disparities in performance among student groups. |
| Intensive Support (Level 3) | The Superintendent of Public Instruction may require more intensive supports for LEAs and/or schools with persistent performance issues and a lack of improvement over a specified time period. |



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Recommendations

1. Increase support for high quality professional learning systems for teachers and principals
2. Provide resources for schools to transform into Community Schools
3. Support a statewide effort on Early Literacy



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High-Quality Professional Learning for Teachers & Principals





Social and Emotional Learning





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California's Social and Emotional Learning Guiding Principles



1 Adopt Whole Child Development as the Goal of Education

Take a systems approach to promoting student academic, social, and emotional learning, physical well-being, and college, career, and civic life readiness. Name SEL as not a “nice to have,” but a “must have” to ensure student success in school, work, and community.



2 Commit to Equity

All students must have opportunities to build SEL skills and receive an assets-based educational experience that is personalized, culturally relevant and responsive, and intentionally addresses racism and implicit bias. Use practices that build on the existing strengths of students, educators, families, and communities.



3 Build Capacity

Build the capacity of both students and adults through an intentional focus on relationship-centered learning environments and by offering research-based learning experiences that cultivate core social and emotional competencies.



4 Partner with Families and Community

Maximize the resources of the entire school community, including expanded learning opportunities, early learning and care programs, and family and community partnerships, to advance SEL and student well-being.



5 Learn and Improve

Adopt continuous improvement practices and use evidence to guide decision-making while aiming to enhance the quality of student social and emotional learning opportunities. Use data to inform improvement of instructional and school practices, not for accountability purposes.

<https://www.cde.ca.gov/eo/in/socialemotionalllearning.asp>





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From School Sites to Community Schools





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Early Literacy





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Research: Benefit of Community Schools for students in poverty



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